

Aligning the RedRover Readers Curriculum with Academic Content Standards:

Texas

RedRover's Discussion and Activity Guides are aligned with Texas Academic Content Standards for English Language Arts.

Please scroll down to see the standards.

The RedRover Readers program is a social and emotional learning program designed to promote empathy and critical thinking. RedRover trains teachers and volunteers to use the RedRover Readers curriculum to help students explore the human-animal relationship and practice pro-social skills.

www.RedRover.org/Readers



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Grade Level & Content Area	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
English Language Arts and Reading	Identify one-to-one correspondence between a spoken word and a printed word in text.	Students understand new vocabulary.	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts.	Use ideas (e.g., illustrations, titles, topic sentences, key words and foreshadowing clues) to make and confirm predictions.	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
	Identify different parts of a book (e.g., front cover, back cover).	Students analyze, make inferences and draw conclusions about theme.	Understand, make inferences and draw conclusions about the structure and elements of poetry.	Ask relevant questions, seek clarification and locate facts and details about other texts and support answers with evidence from text.	Sequence and summarize the plot's main events and explain their influence on future events.	Explain the roles and functions of characters in various plots, including their relationships and conflicts.
	Predict what might happen next in text based on the cover, title and illustrations.	Describe the plot and retell a story's beginning, middle and end with attention to the sequence of events.	Understand and make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	Understand and make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	Describe the interaction of characters including their relationships and the changes they undergo.	Continue to apply earlier standards with greater complexity.
	Students analyze, make inferences and draw conclusions.	Students use comprehension skills to listen attentively to others in formal and informal settings.	Describe main characters in works of fiction, including their traits, motivations and feelings.	Describe the interactions of characters including their relationship and the changes they undergo.	Listen attentively to speaker, ask relevant questions and make pertinent comments.	Speak clear and to the point.
	Identify elements of a story including setting, character, and key events.	Students continue to apply earlier standards with greater complexity.	Use comprehension skills to listen attentively to others in formal and informal settings.	Students write about their own personal experiences.		Respond to the ideas of others while contributing their own ideas in conversations and in groups.
Discuss the big idea (theme) and connect it to personal experience.	Listen attentively to speakers and ask relevant questions to clarify information.	Listen attentively to speakers and ask relevant questions to clarify information.	Listen attentively to speakers and ask relevant questions and make pertinent comments.			

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English Language Arts and Reading	<p>Retell a main event from the story read aloud</p> <p>Describe characters in a story and the reasons for their actions.</p> <p>Share writing with others.</p> <p>Write short poems.</p> <p>Listen attentively by facing speakers and asking questions to clarify information</p> <p>Follow oral directions that involve a short related sequence of actions</p> <p>Students speak clearly.</p>	<p>Students are expected to share information and ideas about the topic under discussion.</p> <p>Follow agreed-upon rules for discussion, including listening to others, speaking when recognized and making appropriate contributions.</p>	<p>Students are expected to share information and ideas about the topic under discussion.</p> <p>Follow agreed-upon rules for discussion, including listening to others, speaking when recognized and making appropriate contributions.</p>			
Science	<p>Students know that information and critical thinking are used in decision making.</p> <p>Give examples of how organisms depend on each other.</p> <p>Identify basic needs of living organisms.</p>	<p>Students know that information and critical thinking are used in decision making.</p> <p>Explain a problem in his/her own words and identify a task and solution related to the problem.</p> <p>Observe and describe the parts of plants and animals.</p> <p>Student knows that living organisms have basic needs.</p>	<p>Students know that information and critical thinking are used in decision making.</p>	<p>Students know that information and critical thinking are used in decision making.</p>		

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Science		<p data-bbox="514 252 699 367">Identify characteristics of living organisms that allow their basic needs to be met.</p> <p data-bbox="514 451 699 588">Compare and give examples of the ways living organisms depend on each other for their basic needs.</p>				